



A project funded under the Socio-Economic Sciences and Humanities Theme (SSH)



How to best assess monographs? An attempt to assess the impact of monographs using library infrastructure and Web2.0 tools

WP6 report

Jenny Sieber, Stefan Gradmann

Library catalogues as new data source for quantitative measures of monograph impact

The goal of the EERQI project (www.EERQI.eu) is to develop a set of innovative research quality indicators for the field of educational research. In the course of the project it became evident that not only research articles but also scholarly monographs play an important role in the information, communication and publication behavior of European educational researchers. Therefore an attempt was made to scrutinize possibilities for the assessment of monographs. A detailed literature review resulted in the finding that the assessment of monographs is taken as a serious theme in the field of bibliometrics (Cronin, Snyder, & Atkins, 1997; Cullars, 1992; Heinzkill, 1980; Herubel & Buchanan, 1994; Hicks, 1999; Lindholm-Romantschuk, 1996; Nederhof, 2006; Stone, 1982; Thompson, 2002).

There is a large volume of published studies describing the shortcomings and limitations of bibliometric tools for evaluation purposes in the humanities. Nevertheless it is commonly agreed, that bibliometric indicators and the notion of quantifying research output are not per se inadequate for the evaluation of humanities research output. It is rather a problem of incomplete data coverage. The primary obstacle for the successful application of bibliometrics in the field of Humanities is the lack of coverage in terms of language and publication formats different from journal articles. Taking into account that bibliometric measures of research output are part of the agenda, it is surprising that only very few was found in the literature on the question of how to

overcome the problem of incomplete database coverage. An alternative to the commonly used procedures in the evaluation of humanities researchers' output is a measure called the *libcitation*, a coinage by Howard D. White (White et al., 2009). It is based on monographs and "it increases by one every time a different library reports acquiring that book in a national or international union catalog." (White et al., 2009, p. 1083) White and his colleagues argue that lib citations are a numerical measure, able to cover all aspects of esteem, as well as the quality of publishers, because librarians jointly constitute a measuring instrument that is sensitive to them. He and his team analyzed the lib citation records of a sample of researchers from six Australian departments (history, philosophy, and political science departments at the University of Sydney matched with the equivalent three at the University of New South Wales in Sydney). The data was gathered manually from the National Library's staff according to search statements devised by members of the research team of the Australian National Bibliographic Database. The resulting sample of documents consisted of books and book chapters that were published during the period 2000–2006. White stated that one of the main difficulties during this process was the range in records' completeness. Since searches on the author field resulted in several problems like false drops, records with no holdings, records in non-targeted formats, and works by non-target authors with the same name manual cleaning and exclusion of non-book materials was necessary to reduce the number of false hits. The conducted research resulted in the findings that lib citations (with fewer refinements) are a viable measure to inform about the impact of institutions. "With regard to authors, we have shown that lib citation counts for their individual books vary greatly, both absolutely (from nine to 157 in our data) and when normed against LC class means. Aside from possible uses in national evaluation exercises, lib citation measures should be available to individual academics when they go up for tenure or promotion." (White et al., 2009, p.1093)

Also in 2009 Henk Moed and Daniel Torres-Salinas came up with an article in the Journal of Informetrics investigating library catalogues according to their ability to function as a tool for bibliometric analysis (Torres-Salinas & Moed, 2009). The main purpose of the study was to find out to what extent library catalogues are suitable to describe quantitatively a scientific-scholarly field - here the field of Economics - based on published book titles. To create a document sample university libraries with a leading position in Economics identified with the help of the listings in Thomson

Scientific's Essential Science Indicators and working with the Z39.50 protocol were selected. As the study was related to Spain and the Spanish University of Navarra it was considered appropriate to extend the sample of Spanish university libraries. Considering these criteria a total number of 42 libraries was selected. In these catalogues Torres-Salinas and Moed retrieved the string *ECONOM** in the subject headings of book titles. The chronological period of searches was limited to the years 1995-2005. Downloaded records were exported as text files and integrated into a relational database. Based on this data sample they performed several measures using the developed "analogy model" which consists of an application of traditional bibliometric indicators to their measurable counterparts in library catalogues. Despite a number of limitations and issues that need to be addressed in future studies, Moed and Torres-Salinas demonstrated that "the proposed analogy model between citation analysis of journal articles and library catalog analysis of book titles has proven to be valuable". (Torres-Salinas & Moed, 2009, p. 22)

In a recently published study, A. J. M. Linmans presented a three-level approach for assessing research in the Humanities involving citations, library holdings, and productivity to assess Humanities research output. (Linmans, 2010). Level 2 of his method includes the measurement of books represented in the collections of representative scientific libraries in different countries. He used the catalogue data of libraries in the USA, the UK, and the Netherlands, assembled in the World Cat. For library holding analysis a group of 80 individuals from the Faculty of Humanities at Leiden University was selected. For 80 authors 1,135 scholarly book titles, corresponding with 59,386 book holdings were found in World Cat (using data of USA, UK, and Dutch libraries). This resulted in an average of 52.3 holdings per title. Also new editions and translations were taken into account and subsumed under the title of the original publication. Linmanns detected several difficulties in the gathering of library holdings using World Cat. The most important problem was the imperfect matching in World Cat of the title descriptions of different libraries. Besides the distinction between authored and edited books was stated as a problem, and of course the coupling of re-editions and translations with the original works was felt to be problematic. Even if the three above mentioned studies do discuss few shortcomings of the idea to use library catalogues to improve the currently used insufficient databases for bibliometric analysis in the humanities and social sciences, the emergence of similar

proposals in wholly independent projects suggests that this is an idea whose time has come.

The very first idea for assessing monographs in the field of educational research was based on the analysis of citations. It was assumed that it is possible to detect citations in the texts by automatic means and to use them for evaluation purposes. A brief analysis of the citation behavior in the documents of the EERQI content base made clear that the diversity and range of citation types and styles in educational research publications made this attempt unrealistic. It can be seen from the table that citation styles in educational research are varying a lot.

Mertens, Gerhard, Ursula Frost, and Winnfried Böhm. 2008. Handbuch der Erziehungswissenschaft. Grundlagen allgemeiner Erziehungswissenschaft im Auftr. der Görres-Gesellschaft zur Pflege der Wissenschaft. Vol. 1, Paderborn [u.a.]: Schöningh.
Mertens, Frost et al. 2008 – Handbuch der Erziehungswissenschaft
Mertens et al. (2008) Handbuch der Erziehungswissenschaft
Mertens, Frost, & Böhm, 2008
Mertens, Frost, & Böhm (2008)
Mertens, Frost and Böhm 2008
Mertens, Frost and Böhm (2008)
Mertens et al. (2008)
Mertens et al. 2008

Table 1: Citation styles

A second reason which made it even more impracticable is the fact that nearly all of the documents in the EERQI content base are PDF files. Therefore the technical coordinator asked the publishers in April 2010 for XML structured monographs based on the TEI standard for the representation of texts in digital form. As up to now only a small group of publishing houses¹ is using TEI-XML structured monographs no further work has been spent on this attempt.

¹ Symposium journals are leading in this field. Both regarding to the use of xml structured data as well as regarding to usage information for single articles.

The second approach related to the assessment of monographs in the EERQI project was based on a special type of monographs – namely PhD theses. The idea was to compare the already existing judgment of a PhD's quality resulting in the given mark with the bibliometric tracks we hoped to find using Google Books. We have learned that PhD marks are not publicly available, and that Google Books is no adequate source for bibliometric analysis since other than in Google Scholar information about citation frequency is not part of Google Books.

The third idea to develop an instrument for the assessment of educational research monographs was based on an assessment of the publishing houses educational scholars usually publish in. We assumed that the high reputation of some publishers is to some extent related to the high quality of their book repertoire. Therefore we tried to find the publishers with the best reputation. In June 2010 we asked the librarians from the university library Erlangen-Nuernberg for their judgment. Within the German cooperative collection project supported by the German Research Society, the university library of Erlangen-Nuremberg has for more than 50 years been responsible for building up and cataloguing a comprehensive collection of literature especially from the subject area of educational science. The collection encompasses German and foreign publications including grey literature. Books, journals, theses and reports, school curricula, teacher's handbooks, guidelines, teaching methodology, guides for parents and educators, and case studies. All fields of education are covered except pedagogical psychology, teaching methodology for specific subject areas, publications from Eastern Europe, Africa, Asia and South America. We have drawn up a list summarizing the most important publishing houses in the field of educational research.

	Germany	France	Sweden	UK
Publisher	Luchterhand	Hachette	Carlsson	Cambridge Univ. Press
	Link	L`Harmattan	Fortbildningsförlaget	Oxford Univ. Press
	Schneider-Hohengehren		Skolverhet	Routledge
	Kohlhammer		Gleerups	Continium
	Lang		Liber AB	Palgrave Macmillan
	Böhlau		Studentlitteratur AB	Rowman & Littlefield
	Brandes & Apsel			Sage
	Klett			Corwin
	Kallmeyer			Josey Bass
	Klinkhardt			Wiley
	LIT			
	Oldenbourg			
	Waxmann			
	Hogrefe			
	Vandenhoeck			

	Kovacs			
	VS-Verlag für Sozialwissenschaften			
	Juventa			
	Carl Auer			
	Schöningh			
	Barbara Budrich			
	Reinhardt-Verlag			

Table 2: List of publishers

As this is information from only one library the results need cautious interpretation. However, we think that the information librarians can supply due to their daily work with acquiring and loan of publications should be taken into account in the context of monograph assessment.

The fourth attempt to make monographs assessable was focused on the analysis of the given infrastructure in the field of shared cataloguing. As already mentioned Torres-Salinas & Moed, 2009; White et al., 2009 suggested using library catalogues as data source for quantitative analysis of a monographs impact. The methodology presented in Whites paper is called *libcitation*. This measure is made on books, and “it increases by 1 every time a different library reports acquiring that book in a national or an international union catalog” (White, 2009 p. 1084). We therefore propose to think of library union catalogs as a new way of “librarians’ citation indexes.” The underlying assumption of the presented methodology is the correlation between a citation of a work and a librarian’s decision to acquire a book. “... traditional citation counts reflect judgments by authors’ peers on publications useful to them, libcitation counts reflect judgments by librarians on the usefulness of publications for their various audiences of readers.” (White, 2009 p. 1084) In that way the impact of a book can be determined simply by counting how many libraries hold it, but it can also be compared in relation to other books in its subject class.

We therefore decided to go for an analysis of already existing library infrastructure and to explore the potential of *The Karlsruhe Virtual Catalog (KVK)*² and *Library Thing (LT)* focusing on its value as a tool in studies of social sciences and humanities research communication and publication behavior.

Library catalogues are an enumeration of all the resources of a library. For the purpose of locating and requesting materials from other libraries through interlibrary loan service union catalogues have been designed. The largest such union catalog is

OCLC's WorldCat, which includes the holdings of over 10,000 libraries worldwide. Part of every library catalogue is bibliographic information of the holdings. Bibliographic metadata can have a number of different forms. Standards used range from the complex MARC (Machine Readable Cataloguing) formats to MAB and Dublin Core. Other standards include the XML-based ONIX (Online Information eXchange) format³, used by publishers for encoding descriptive information about books. An alternative approach to the development of union catalogues is to use distributed search technologies to create virtual union catalogues. An example for this is the KVK. It is based on the ANSI/NISO Z39.50 search and retrieve protocol. The KVK is a meta search engine⁴ containing the bibliographic data of more than 500 million books and periodicals in library and booksellers' catalogues on a world-wide scale. It was developed at University of Karlsruhe in cooperation with the Faculty of Computer Science and was made available to the public on 26 July 1996. Using the KVK it is not possible to search for or get to any kind of single articles but users can search for monographs or whole periodicals instead. The entered search terms are transmitted to several library catalogues simultaneously and the respective hit lists are displayed. The KVK does not feature a database of its own. It is dependent on the availability of the target systems in the Internet. The offered search functionality always corresponds to that of the individual target system. By default the system searches all catalogues which are ticked off. The lists of short titles are linked up with the original full title displays of the individual systems. The KVK does not further process or edit this displayed information. As the KVK does not have a database on its own it depends on the availability of the target systems. Since 2004, the KVK catalogue has moved to Unicode UTF-8 display which supports better character display. The technical background of the KVK is the basis for numerous catalogues like e.g. the Virtual Catalogue Neptune <http://www.isl.org/>.

Based on the KVK search interface the following libraries were taken into account for our analysis: Australian National Library, Danish National Library, EROMM - European Register of Microform and Digital Masters, Finish National Library, Linda- Union Catalogue of Finish University Libraries, French National Library, Système Universi-

² For further information about the KVK visit <http://www.ubka.uni-karlsruhe.de/kvk.html> or see (Mönnich, 2000).

³ <http://www.editeur.org/onix.html>

⁴ The principle is simple and effective. The user submits his query once but still benefits from the integration of all connected services.

taire de Documentation (Sudoc), Copac, British Library, Israel Union List, Census (Italy), The National Library Service Catalogue (Italy), NRC National Science Library (Canada), AMICUS (Library and Archives Canada), as well as union catalogues from Luxemburgs, the Netherlands, Norway, Poland, Portugal, Russia, Sweden, Spain, Czech Republic, Hungaria, the Library of Congress, Austria, Switzerland, and the WorldCat. In addition the German catalogues Verbundkatalog HeBIS, Hessisches Bibliotheks- und Informationssystem; SWB, Südwestdeutscher Bibliotheksverbund; HBZ, NRW-Verbundkatalog; Verbundkatalog GBV, Gemeinsamer Bibliotheksverbund; KOBV, Kooperativer Bibliotheksverbund Berlin-Brandenburg; and the Berlin State Library catalogue were taken into account.

We selected 40 monographs randomly from the EERQI content base. The records can be found in the annex. To indisputable identify a monograph all searches were based on the *International Standard Book Number* (ISBN). The ISBN is a 10 or 13-digit number that identifies a particular title and edition of a book. The ISBN is assigned to each edition and variation (except reprintings). Based on the ISBN we found a distribution by publication date as illustrated in the following tables.

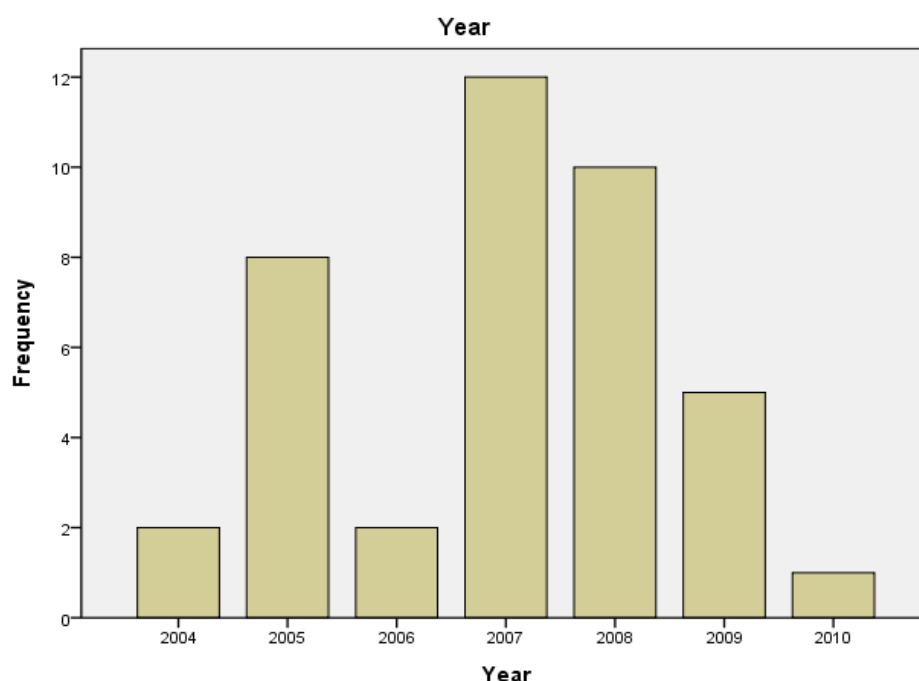


Table 3: Yearly distribution of monographs in analyzed sample.

The documents distribution regarding language is: 45% German, 20% English, and 35% French.

Language				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid dt	18	45,0	45,0	45,0
en	8	20,0	20,0	65,0
fr	14	35,0	35,0	100,0
Total	40	100,0	100,0	

Table4 : Language distribution

Searching for 40 monographs we obtained hits in 28 library catalogues⁵.

Allocation of French monographs		
Catalogue	Valid	Hits in catalogue
Worldcat	14	14
Schweizerische Nationalbibliothek Bern Helveticat, Switzerland	14	12
Deutsche Nationalbibliothek, Germany	14	12
ABES - Agence bibliographique de l'enseignement supérieur, France	14	11
LibraryofCongress	14	9
Westschweizer Bibliotheksverbund, Switzerland	14	9
BVB - Bibliotheksverbund Bayern, Germany	14	7
HeBIS - Hessisches Bibliotheks- und Informationssystem, Germany	14	6
SWB - Südwestdeutscher Bibliotheksverbund, Germany	14	6
Catalogue Collectif Luxembourg- bibnet.lu, Luxembourg	14	6
GBV - Gemeinsamen Bibliotheksverbundes der Länder Bremen, Hamburg, Mecklenburg-Vorpommern, Niedersachsen, Sachsen-Anhalt, Schleswig-Holstein, Thüringen und der Stiftung Preußischer Kulturbesitz, Germany	14	5
KOBV-Kooperativer Bibliotheksverbund Berlin Brandenburg, Germany	14	4
IDS Basel/Bern, Switzerland	14	3
Österreichischer Bibliothekenverbund: Gesamtkatalog, Austria	14	2
HBZ - Hochschulbibliothekszentrum des Landes Nordrhein-Westfalen, Germany	14	2
IDS Zürich Universität, Austria	14	2
IDS Zürich Zentralbibliothek / NEBIS, Austria	14	2
BIBSYS, Norway	14	1
Koninklijke Bibliotheek, The Netherlands	14	1
ULI - Israel Union List, Israel	14	1
Catálogo Colectivo REBIUN, Spain	14	1
COPAC, United Kingdom	14	1
LIBRIS - Swedish Union Catalogue, Sweden	14	0
British Library, United Kingdom	14	0
Österreichische Nationalbibliothek, Austria	14	0

⁵ A detailed overview of all hits in each catalogue can be found in the annex.

Die Österreichischen Landesbibliotheken, Austria	14	0
LINDA - Union catalogue of Finnish university libraries, Finland	14	0
Det Kongelige Bibliotek, Dänemark	14	0

Allocation of German monographs		
Catalogue	Valid	Hits in catalogue
Worldcat	18	18
KOBV-Kooperativer Bibliotheksverbund Berlin Brandenburg, Germany	18	18
SWB - Südwestdeutscher Bibliotheksverbund, Germany	18	18
BVB - Bibliotheksverbund Bayern, Germany	18	18
Deutsche Nationalbibliothek, Germany	18	18
GBV - Gemeinsamen Bibliotheksverbundes der Länder Bremen, Hamburg, Mecklenburg-Vorpommern, Niedersachsen, Sachsen-Anhalt, Schleswig-Holstein, Thüringen und der Stiftung Preußischer Kulturbesitz, Germany	18	17
HeBIS - Hessisches Bibliotheks- und Informationssystem, Germany	18	17
HBZ - Hochschulbibliothekszentrum des Landes Nordrhein-Westfalen, Germany	18	17
Österreichischer Bibliothekenverbund: Gesamtkatalog, Austria	18	14
IDS Basel/Bern, Switzerland	18	12
IDS Zürich Zentralbibliothek / NEBIS, Austria	18	9
IDS Zürich Universität, Austria	18	8
Die Österreichischen Landesbibliotheken, Austria	18	5
Westschweizer Bibliotheksverbund, Switzerland	18	5
Österreichische Nationalbibliothek, Austria	18	4
Catalogue Collectif Luxembourg- bibnet.lu, Luxembourg	18	3
LIBRIS - Swedish Union Catalogue, Sweden	18	3
ABES - Agence bibliographique de l'enseignement supérieur, France	18	1
LINDA - Union catalogue of Finnish university libraries, Finland	18	2
British Library, United Kingdom	18	1
COPAC, United Kingdom	18	1
Catálogo Colectivo REBIUN, Spain	18	0
Koninklijke Bibliotheek, The Netherlands	18	0
ULI - Israel Union List, Israel	18	0
BIBSYS, Norway	18	0
Schweizerische Nationalbibliothek Bern Helveticat, Switzerland	18	0
Det Kongelige Bibliotek, Dänemark	18	0
LibraryofCongress	18	0

Allocation of English monographs		
Catalogue	Valid	Hits in catalogue
Worldcat	8	7
LibraryofCongress	8	6
KOBV-Kooperativer Bibliotheksverbund Berlin Brandenburg, Germany	8	5
HBZ - Hochschulbibliothekszentrum des Landes Nordrhein-Westfalen, Germany	8	5

BVB - Bibliotheksverbund Bayern, Germany	8	5
Österreichischer Bibliothekenverbund: Gesamtkatalog, Austria	8	5
SWB - Südwestdeutscher Bibliotheksverbund, Germany	8	4
GBV - Gemeinsamen Bibliotheksverbundes der Länder Bremen, Hamburg, Mecklenburg-Vorpommern, Niedersachsen, Sachsen-Anhalt, Schleswig-Holstein, Thüringen und der Stiftung Preußischer Kulturbesitz, Germany	8	4
LIBRIS - Swedish Union Catalogue, Sweden	8	4
Deutsche Nationalbibliothek, Germany	8	3
Österreichische Nationalbibliothek, Austria	8	3
British Library, United Kingdom	8	3
IDS Zürich Zentralbibliothek / NEBIS, Austria	8	3
COPAC, United Kingdom	8	3
ABES - Agence bibliographique de l'enseignement supérieur, France	8	2
HeBIS - Hessisches Bibliotheks- und Informationssystem, Germany	8	2
IDS Basel/Bern, Switzerland	8	2
LINDA - Union catalogue of Finnish university libraries, Finland	8	2
ULI - Israel Union List, Israel	8	2
BIBSYS, Norway	8	2
Catálogo Colectivo REBIUN, Spain	8	1
Die Österreichischen Landesbibliotheken, Austria	8	1
Det Kongelige Bibliotek, Dänemark	8	1
IDS Zürich Universität, Austria	8	0
Koninklijke Bibliotheek, The Netherlands	8	0
Schweizerische Nationalbibliothek Bern Helveticat, Switzerland	8	0
Westschweizer Bibliotheksverbund, Switzerland	8	0
Catalogue Collectif Luxembourg- bibnet.lu, Luxembourg	8	0

The WorldCat⁶ is by far the catalogue providing the highest hit number. This is not surprising since the WorlCat "... is a database of bibliographic information built continuously by libraries around the world since 1971. Each record in the WorldCat database contains a bibliographic description of a single item or work and a list of institutions that hold the item. The institutions share these records, using them to create local catalogs, arrange interlibrary loans and conduct reference work. Libraries contribute records for items not found in WorldCat using the OCLC shared cataloging system."⁷

What one can see from the tables is what we suggest to call *Catalog Mentions (CM)*. CM is the total number of catalogs in which a given set of monographs is included. It indicates the dissemination of a given set of monographs among KVK libraries.

⁶ <http://www.worldcat.org/>

⁷ <http://www.oclc.org/news/releases/2010/201047.htm>

Based on this information one could derive conclusions on e.g. the geographic spread of topics or languages, current research trends or other typical measures in the field of bibliometrics. The KVK is from our point of view a relatively comfortable to use tool to collect information on the inclusion of a given sample of monographs in a system of library catalogues.

Web 2.0 tools

The rise of social networking sites and services on the web such as Facebook, Mendeley and LinkedIn is undeniable and has led to websites such as Library Thing, Goodreads, Shelfari as well as Visual Bookshelf and Gurulib. These social cataloging sites allow users to catalog their personal book collections, make the collection known to all web users, and connect with users who have similar tastes. Based on the analysis of Hvass, 2008; Jeffries, 2008; Jeffries, 2008a; Santolaria, 2009 and following the discussion on specialized blogs dealing with web 2.0 applications we decided to go for Library Thing (LT) in our analysis. Jeffries concluded in his article that "Library Thing, with its emphasis on tags and efforts in the library market, has the most to offer libraries, organizations and scholars." (Jeffries, 2008b, p.4)

LT has been in existence since August 2005. It is an online platform designed to allow collectors to store information about their personal libraries and to "talk" to other people about books. The LT interface is clear, straightforward and simple to use. The data comes in from Amazon, and from libraries that make their catalogues available through the z39.50 protocol as the Library of Congress, The British Library, and over 680 other world libraries, as well as from its users, who supplement this information by providing reviews, cataloguing information and by adding tags. In July 2009 LT had 782,058 members. 41,887,920 catalogued books which correspond to 4,746,979 works were included (Santolaria, 2009, p.19). It is available in 53 different languages, translated by LT members: the German language version has 9,768 members, 527,787 catalogued books and 784,529 tags⁸.

Using the aMeasure tool developed by Humboldt-Universität zu Berlin⁹ 40 monographs from the EERQI content base were analyzed to get an impression of their

⁸ Numbers collected in July 2009 by (Santolaria, 2009).

⁹ aMeasure is a stack of tools and programs to measure extrinsic characteristics of research publications using Google Scholar, Google Web Search, MetaGer, LibraryThing, Connotea, Mendeley, and citeulike. In the context of the EERQI project aMeasure was used to collect information about extrinsic characteristics of educational

impact. As the analysis can be conducted automatically it is easy to update the result list in short intervals.

Hits in LibraryThing	Author	Title
0	Lucie Mottier Lopez	Apprentissage situé La microculture de classe en mathématiques
0	Jean-Michel Baudouin	De l'épreuve autobiographique
0	Sabine Vanhulle	Des savoirs en jeu aux savoirs en «je»
1	Muriel Surdez	Diplômes et nation
1	Christiane Moro	L'objet et la construction de son usage chez le bébé
0	Valérie Tartas	La construction du temps social par l'enfant
0	Sandra Canelas-Trevisi	La grammaire enseignée en classe
1	Philippe Foray	La laïcité scolaire
0	Jonas Masdonati	La transition entre école et monde du travail
1	Francia Leutenegger	Le temps d'instruire
0	Philippe R. Richard	Raisonnement et stratégies de preuve dans l'enseignement des mathématiques
0	Loïc Chalmel	Réseaux philanthropistes et pédagogie au 18e siècle
0	Jean-Paul Bronckart	Une introduction aux théories de l'action
0	Marcel Crahay	Un bilan des recherches processus-produit : l'enseignement peut-il contribuer à l'apprentissage des élèves et, si oui, comment?
1	Torsten Braun	End-to-End Quality of Service Over Heterogeneous Networks
1	Ciara Damgaard	Individual Criminal Responsibility for Core International Crimes
1	Yannis Psycharis	Regional Analysis and Policy
1	Theo Hug	Didactics of Microlearning
0	D J Waddington	Making it comparable
0	Alexander Ruhl	Schreiben und Schweigen im virtuellen Raum
0	Ingrid Kellermann	Vom Kind zum Schulkind
0	Tim Rohrmann	Zwei Welten? Geschlechtertrennung in der Kindheit
0	Hilarion Petzold	Integrative Suchttherapie
0	Heinz Messmer	Jugendhilfe zwischen Qualität und Kosteneffizienz
0	Agi Schröder-Lenzen	Schriftspracherwerb und Unterricht
0	Doreen Holtsch	Die Berufsschule als Produktionsstätte von Unternehmern
0	Bea Harazd	Die Bildungsentscheidung
1	Udo Mandler	Gestufte Studiengänge und Hochschulreform
0	Oliver Böhm-Kasper	Kontexte von Bildung
0	Ekkehart Frieling	Lernvoraussetzungen an gewerblichen Arbeitsplätzen messen, bewerten und verbessern
0	Michael Asche	Open Source
0	Ergin Focali	Pädagogik in der globalisierten Moderne

research publications. It consists mainly of 4 parts: a crawler to gather all information from Google Scholar, Google Web Search and the Social Network Services; a database to store the gathered information; a client side application (JAVA-applet), and a web interface to present the results and the content of the database to end users.

0	Udo Ohm	Sprachtraining für Fachunterricht und Beruf
0	Claude-Hélène Mayer	Trainingshandbuch Interkulturelle Mediation und Konfliktlösung
0	Ursula Boos-Nünning	Viele Welten leben Zur Lebenssituation von Mädchen und jungen Frauen mit Migrationshintergrund
0	Nicole Schneeweis	Peer Effects in Austrian Schools
0	Claire Wallace	Young people and European citizenship
1	Stefanie Hofmann	10 years on lessons learned from the institutional evaluation programme
1	Anne Overesch	Wie die Schulpolitik ihre Probleme (nicht) lös
1	Christiane Moro	L'objet et la construction de son usage chez le bébé : une approche sémiotique du développement préverbal

Table 3: Hits in Library Thing

Even if we found that only few educational research books are catalogued using LT we found it very comfortable to obtain information from these sources using aMeasure. However, we think that it is an easy to do task to regularly check the content of LibraryThing with an enhanced sample of monographs. In doing so it is assumed that it is not difficult to get regularly updated information about the impact of a sample of monographs. Since this study was a supplement to the tasks in the EERQI project and especially to the tasks in WP6 the results presented are only a first attempt to develop an idea of how to tackle the dilemma of assessing monographs. The results of the exploratory study presented in this paper are promising and we therefore recommend further studies on the suitability and usability of library catalogues and web 2.0 services as source for quantitative measures in the field of social sciences and the humanities.

Annex

Overview of catalogues and indexed monographs

Worldcat

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not indexed	3	7,5	7,5	7,5
indexed	37	92,5	92,5	100,0
Total	40	100,0	100,0	

LibraryofCongress

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not indexed	27	67,5	67,5	67,5
indexed	13	32,5	32,5	100,0
Total	40	100,0	100,0	

Deutsche Nationalbibliothek, Germany

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not indexed	7	17,5	17,5	17,5
indexed	33	82,5	82,5	100,0
Total	40	100,0	100,0	

KOBV-Kooperativer Bibliotheksverbund Berlin Brandenburg, Germany

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not indexed	15	37,5	37,5	37,5
indexed	25	62,5	62,5	100,0
Total	40	100,0	100,0	

HeBIS - Hessisches Bibliotheks- und Informationssystem, Germany

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not indexed	16	40,0	40,0	40,0
indexed	24	60,0	60,0	100,0
Total	40	100,0	100,0	

SWB - Südwestdeutscher Bibliotheksverbund, Germany

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	13	32,5	32,5	32,5
	indexed	27	67,5	67,5	100,0
	Total	40	100,0	100,0	

BVB - Bibliotheksverbund Bayern, Germany

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	12	30,0	30,0	30,0
	indexed	28	70,0	70,0	100,0
	Total	40	100,0	100,0	

HBZ - Hochschulbibliothekszentrum des Landes Nordrhein-Westfalen, Germany

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	18	45,0	45,0	45,0
	indexed	22	55,0	55,0	100,0
	Total	40	100,0	100,0	

GBV - Gemeinsamen Bibliotheksverbundes der Länder Bremen, Hamburg, Mecklenburg-Vorpommern, Niedersachsen, Sachsen-Anhalt, Schleswig-Holstein, Thüringen und der Stiftung Preußischer Kulturbesitz, Germany

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	15	37,5	37,5	37,5
	indexed	25	62,5	62,5	100,0
	Total	40	100,0	100,0	

Catalogue Collectif Luxembourg- bibnet.lu, Luxembourg

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	31	77,5	77,5	77,5
	indexed	9	22,5	22,5	100,0
	Total	40	100,0	100,0	

ABES - Agence bibliographique de l'enseignement supérieur, France

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	27	67,5	67,5	67,5
	indexed	13	32,5	32,5	100,0
	Total	40	100,0	100,0	

Schweizerische Nationalbibliothek Bern Helveticat, Switzerland

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	28	70,0	70,0	70,0
	indexed	12	30,0	30,0	100,0
	Total	40	100,0	100,0	

Westschweizer Bibliotheksverbund, Switzerland

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	26	65,0	65,0	65,0
	indexed	14	35,0	35,0	100,0
	Total	40	100,0	100,0	

IDS Basel/Bern, Switzerland

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	23	57,5	57,5	57,5
	indexed	17	42,5	42,5	100,0
	Total	40	100,0	100,0	

IDS Zürich Universität, Austria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	30	75,0	75,0	75,0
	indexed	10	25,0	25,0	100,0
	Total	40	100,0	100,0	

Österreichische Nationalbibliothek, Austria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	35	87,5	87,5	87,5
	indexed	5	12,5	12,5	100,0
	Total	40	100,0	100,0	

Die Österreichischen Landesbibliotheken, Austria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	35	87,5	87,5	87,5
	indexed	5	12,5	12,5	100,0
	Total	40	100,0	100,0	

Koninklijke Bibliotheek, The Netherlands

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	39	97,5	97,5	97,5
	indexed	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

ULI - Israel Union List, Israel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	38	95,0	95,0	95,0
	indexed	2	5,0	5,0	100,0
	Total	40	100,0	100,0	

Catálogo Colectivo REBIUN, Spain

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	39	97,5	97,5	97,5
	indexed	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

COPAC, United Kingdom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	37	92,5	92,5	92,5
	indexed	3	7,5	7,5	100,0
	Total	40	100,0	100,0	

British Library, United Kingdom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	38	95,0	95,0	95,0
	indexed	2	5,0	5,0	100,0
	Total	40	100,0	100,0	

LIBRIS - Swedish Union Catalogue, Sweden

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	34	85,0	85,0	85,0
	indexed	6	15,0	15,0	100,0
	Total	40	100,0	100,0	

BIBSYS, Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	37	92,5	92,5	92,5
	indexed	3	7,5	7,5	100,0
	Total	40	100,0	100,0	

LINDA - Union catalogue of Finnish university libraries, Finland

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not indexed	38	95,0	95,0	95,0
	indexed	2	5,0	5,0	100,0
	Total	40	100,0	100,0	

Records of document sample from EERQI content base

Asche, Michael (2008): Open source : Kommerzialisierungsmöglichkeiten und Chancen für die Zusammenarbeit von Hochschulen und Unternehmen. Münster ;New York NY;München;Berlin: Waxmann.

Baudouin, Jean-Michel (2010): De l'épreuve autobiographique : contribution des histoires de vie à la problématique des genres de texte et de l'herméneutique de l'action. Bern ;Berlin;Bruxelles;Frankfurt M.;New York NY;Oxford;Wien: Lang.

Böhm-Kasper, Oliver (2007): Kontexte von Bildung : erweiterte Perspektiven in der Bildungsforschung. Münster ;New York;München;Berlin: Waxmann.

Boos-Nünning, Ursula (2005): Viele Welten leben : zur Lebenssituation von Mädchen und jungen Frauen mit Migrationshintergrund. Münster ;New York: Waxmann.

Braun, Torsten (2008): End-to-End Quality of Service Over Heterogeneous Networks. Berlin, Heidelberg: Springer-Verlag Berlin Heidelberg.

Bronckart, Jean-Paul (2005): Une introduction aux théories de l'action. 2. Aufl. Genève: Université de Genève Faculté de psychologie et des sciences de l'éducation.

Canelas-Trevisi, Sandra (2009): La grammaire enseignée en classe : le sens des objets et des manipulations. Berne: P. Lang.

Chalmel, Loïc (2004): Réseaux philanthropistes et pédagogie au 18^e siècle. Bern: P. Lang.

Coccossis, Harry (2008): Regional analysis and policy : the Greek experience. Heidelberg ;London: Physica Springer [distributor].

Crahay, Marcel (2006): Un bilan des recherches processus-produit : l'enseignement peut-il contribuer à l'apprentissage des élèves et, si oui, comment? Genève: Université de Genève Faculté de psychologie et des sciences de l'éducation.

Damgaard, Ciara (2008): Individual criminal responsibility for core international crimes. Selected pertinent issues. Univ., Diss.--Copenhagen, 2007. Berlin: Springer.

Focali, Ergin (2007): Pädagogik in der globalisierten Moderne Ziele, Aufgaben und Funktion von Pädagogik im Spannungsfeld von Globalisierung und Regionalisierung. Münster ;New York ;München ;Berlin: Waxmann.

Foray, Philippe (2008): La laïcité scolaire : autonomie individuelle et apprentissage du monde commun. Bern: P. Lang.

Frieling, Ekkehart (2007): Lernvoraussetzungen an gewerblichen Arbeitsplätzen messen, bewerten und verbessern : Bericht über Erfahrungen mit dem Einsatz des Lernförderlichkeitsinventars LFI in Betrieben der. Münster ;New York NY ;München ;Berlin: Waxmann.

Harazd, Bea (2007): Die Bildungsentscheidung : zur Ablehnung der Schulformempfehlung am Ende der Grundschulzeit. Münster ;München [u.a.]: Waxmann.

Heuer, Ulrike (2007): Weiterbildung am Beginn des 21. Jahrhunderts : Festschrift für Wiltrud Gieseke eine Publikation des Erwachsenenpädagogischen Instituts Berlin e.V. Münster ;New York;München;Berlin: Waxmann.

Hofmann, Stefanie (2005): 10 years on lessons learned from the institutional evaluation programme. Brussels.

Holtsch, Doreen (2008): Die Berufsschule als Produktionsstätte von Unternehmern : unternehmerische Intentionen Jugendlicher im dualen System. Münster ;New York ;München ;Berlin: Waxmann.

Hug, Theo (2007): Didactics of microlearning : concepts, discourses and examples. Münster: Waxmann.

Institut für Höhere Studien, Wien.; Wallace, Claire (2005): Young people and European citizenship. Wien: Institut für Höhere Studien.

Kellermann, Ingrid (2008): Vom Kind zum Schulkind : die rituelle Gestaltung der Schulanfangsphase eine ethnographische Studie. Opladen ;Farmington Hills Mich: Budrich UniPress.

Leutenegger, Francia (2009): Le temps d'instruire approche clinique et expérimentale du didactique ordinaire en mathématique. Bern ;Berlin ;Bruxelles [etc.]: P. Lang.

Mandler, Udo (2005): Gestufte Studiengänge und Hochschulreform : Ergebnisse einer Befragung wirtschaftswissenschaftlicher Fachbereiche. Münster ;München [u.a.]: Waxmann.

Masdonati, Jonas (2007): La transition entre école et monde du travail : préparer les jeunes à l'entrée en formation professionnelle. Berne ;New York: Peter Lang.

Mayer, Claude-Hélène (2006): Trainingshandbuch interkulturelle Mediation und Konfliktlösung : didaktische Materialien zum Kompetenzerwerb. Münster ; München [u.a.]: Waxmann.

Messmer, Heinz (2007): Jugendhilfe zwischen Qualität und Kosteneffizienz. Wiesbaden: VS Verl. für Sozialwissenschaften.

Moro, Christiane (2005): L'objet et la construction de son usage chez le bébé : une approche sémiotique du développement préverbal. Berne: P. Lang.

Mottier Lopez, Lucie (2008): Apprentissage situé : la microculture de classe en mathématiques. Paris: Peter Lang.

Ohm, Udo (2007): Sprachtraining für Fachunterricht und Beruf : Fachtexte knacken - mit Fachsprache arbeiten. Münster [u.a.]: Waxmann.

Overesch, Anne (2007): Wie die Schulpolitik ihre Probleme (nicht) löst : Deutschland und Finnland im Vergleich. Münster ;München [u.a.]: Waxmann.

Petzold, Hilarion (2007): Integrative Suchttherapie : Theorie, Methoden, Praxis, Forschung. Wiesbaden: VS Verl. für Sozialwiss.

Richard, Philippe R (2004): Raisonement et stratégies de preuve dans l'enseignement des mathématiques. Bern: P. Lang.

Rohrmann, Tim (2008): Zwei Welten? - Geschlechtertrennung in der Kindheit : Forschung und Praxis im Dialog. Opladen ;Farmington Hills Mich: Budrich UniPress.

Ruhl, Alexander (2008): Schreiben und Schweigen im virtuellen Raum : computer-vermittelte Kommunikation in kultur- und sozialwissenschaftlicher Forschungskoope-
ration. Oplade [u.a.]: Budrich UniPress.

Schneeweis, Nicole; Winter-Ebmer, Rudolf (2005): Peer Effects in Austrian Schools: Springer.

Schründer-Lenzen, Agi (2009): Schriftspracherwerb und Unterricht : Bausteine professionellen Handlungswissens. 3. Aufl. Wiesbaden: VS Verlag für Sozialwissenschaften.

Surdez, Muriel (2005): Diplômes et nation : la constitution d'un espace suisse des professions avocate et artisanales (1880-1930). Bern ;Berlin ;Bruxelles ;Frankfurt am Main ;New York ;Oxford ;Wien: Lang.

Tartas, Valérie (2009): La construction du temps social par l'enfant. Bern: Peter Lang.

Vanhulle, Sabine (2009): Des savoirs en jeu aux savoirs en "je" cheminements réflexifs et subjectivation des savoirs chez de jeunes enseignants en formation. Bern ;Berlin ;Bruxelles: Peter Lang.

Waddington, D J (2007): Making it comparable : standards in science education. Münster: New York Waxmann.

Literature

Broadus, Robert N., "Use of periodicals by humanities scholars." *The Serial Librarian* 16, no. 1-2 (1989): 123– 131.

Cronin, Blaise, Herbert Snyder, and Helen Atkins, "Comparative citation rankings of authors in monographic and journal literature: a study of sociology." *Journal of Documentation* 53, no. 3 (1997): 263-273
<http://www.emeraldinsight.com/10.1108/EUM0000000007200>.

Cullars, John, "Characteristics of the monographic literature of British and American literary studies." *College and Research Libraries* 46, no. 1 (1992): 511–522.

Heinzkill, Richard, "Characteristics of references in selected scholarly English journals." *Library Quarterly* 50, no. 3 (1980): 352–365.

Herubel, Jean-Pierre V.M, and Anne L. Buchanan, "Citation studies in the humanities and social sciences: A selective and annotated bibliography." *Collection Management* 18, no. 3-4 (1994): 89–137.

Hicks, Diana, "The difficulty of achieving full coverage of international social science literature and the bibliometric consequences." *Scientometrics* 44, no. 2 (February 1999): 193-215 <http://www.springerlink.com/index/10.1007/BF02457380> (accessed February 28, 2011,).

Hvass, A, "Cataloguing with LibraryThing: as easy as 1, 2, 3!" *Library Hi Tech News* 10 (2008).

Jeffries, Scott, "Social cataloging tools: a comparison and application for librarians." *Library Hi Tech News* 25, no. 10 (2008): 1-4
<http://www.emeraldinsight.com/10.1108/07419050810949986> (accessed March 3, 2011,).

"KVK - Karlsruher Virtueller Katalog Zwei Jahre virtuell," http://www.ubka.uni-karlsruhe.de/dierolf/kvk/2_jahre_kv/.

- Lindholm-Romantschuk, Y., "The role of monographs in scholarly communication: an empirical study of philosophy, sociology and economics." *Journal of Documentation* 52, no. 4 (1996): 389-404.
- Mönnich, Michael W., "KVK- A Meta Catalogue for Libraries." *HEP Libraries Webzine*, no. 2 (2000) <http://library.web.cern.ch/library/Webzine/2/papers/4/>.
- Nederhof, Anton J., "Bibliometric monitoring of research performance in the Social Sciences and the Humanities: A Review." *Scientometrics* 66, no. 1 (January 2006): 81-100 <http://www.springerlink.com/index/10.1007/s11192-006-0007-2> (accessed February 28, 2011,).
- Santolaria, Aina Manso, *LibraryThing as a library service . Assessment report.* (2009) <http://e-collection.ethbib.ethz.ch/eserv/eth:777/eth-777-01.pdf>.
- Somers, Maïke, and Paul Nieuwenhuysen, "Finding bibliographic information about books on the WWW: an evaluation of available sources." *Online Information Review* 28, no. 1 (2004): 33-42
<http://www.emeraldinsight.com/10.1108/14684520410522439> (accessed March 4, 2011,).
- Stone, Sue, "Progress in documentation: Humanities scholars: Information needs and uses." *Journal of Documentation* 38, no. 4 (1982): 292–313.
- Thompson, Jennifer Wolfe, "The death of the scholarly monograph in the Humanities ? Citation Patterns in Literary Scholarship." *Libri* 52 (2002): 121-136.
- Torres-Salinas, Daniel, and Henk Moed, "Library Catalog Analysis as a tool in studies of social sciences and humanities: An exploratory study of published book titles in Economics." *Journal of Informetrics* 3, no. 1 (January 2009): 9-26
<http://linkinghub.elsevier.com/retrieve/pii/S1751157708000527> (accessed July 8, 2010,).
- White, Howard D, Sebastian K Boell, Hairong Yu, Mari Davis, Concepción S Wilson, and Fletcher T H Cole, "Libcitations : A Measure for Comparative Assessment of Book Publications in the Humanities and Social Sciences." *Journal of the American Society for Information Science* 60, no. 6 (2009): 1083-1096.
- Zagalo, Helder Troca, Joaquim Sousa Pinto, and Joaquim Arnaldo Martins, *A Virtual Library Based on the Z39 . 50 Protocol.* (2001).